DOCUMENT RESUME

ED 420 732 UD 032 385

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TITLE	Improving Intercultural Interactions. Modules for Cross-Cultural Training Programs. Multicultural Aspects of Counseling Series 3.
ISBN	ISBN-0-8039-5410-7
PUB DATE	1994-00-00
NOTE	354p.
AVAILABLE FROM	SAGE Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320; e-mail: order@sagepub.com (paperback: ISBN-0-8039-5410-7; clothbound: ISBN-0-8039-5409-3).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Adolescents; Bilingual Education; Counseling; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Employees; Health Personnel; Higher Education; Interaction; *Multicultural Education; Social Workers; *Training
IDENTIFIERS	*Cross Cultural Teaching

ABSTRACT

This book contains modules for use in cross-cultural training programs. A module differs from a chapter in that it is a collection of materials that guide the reader both on the content of a defined unit of training and the method of delivery of that content. The modules are grouped into four sections, three corresponding to organizations in which cross-cultural trainers work most frequently: (1) the business world; (2) elementary, secondary, and tertiary schools; and (3) social service and health services agencies. The fourth section is devoted to communication across cultural boundaries. The following modules are included: (1) "The Content of Cross-Cultural Training: An Introduction" (Richard W. Brislin and Tomoko Yoshida); (2) "Working Cooperatively with People from Different Cultures" (Richard W. Brislin); (3) "Cross-Cultural Training for the Global Executive" (Neal R. Goodman); (4) "Gender Relations in the Workplace: Using Approaches from the Field of Cross-Cultural Training" (Elaine K. Bailey); (5) "Individualism and Collectivism as the Source of Many Specific Cultural Differences" (Richard W. Brislin); (6) "Cross-Cultural Training for Adolescents and Professionals Who Work with Youth Exchange Programs" (Kenneth Cushner); (7) "Preparing Teachers for an Intercultural Context" (Kenneth Cushner); (8) "Intercultural Education at the University Level: Teacher-Student Interaction" (Neal R. Goodman); (9) "International Students and International Student Advisers" (Paul Pedersen); (10) "Intercultural Communication for Health Care Professionals" (Colleen Mullavey-O'Byrne); (11) "Intercultural Interactions in Welfare Work" (Colleen Mullavey-O'Byrne); (12) "Multicultural Counseling" (Paul Pedersen); (13) "Interpersonal versus Non-Interpersonal Realities: An Effective Tool Individualists Can Use To Better Understand Collectivists" (Tomoko Yoshida); (14) "Nonverbal Communication in Intercultural Interactions" (Ted Singelis); (15) "Approaching Cultural Crossover in Language Learning" (Mark Sawyer and Larry E. Smith); and (16) "Training Bilinguals To Interpret in the Community" (Carolina Freimanis). Each module contains references, and most contain self-assessment or teaching exercises. (SLD)